

Continuance

Knowledge and Understanding Passing from Generation to Generation

Winter/Spring 2014



Chicago Public Library Photo

In This Issue

Two Decades: Many Accomplishments

The Infrastructure of Volunteerism

A Tribute to Public Libraries

Guest Commentary

As the Secretary of State and State Librarian, I understand and appreciate the important role libraries play in serving their communities. Libraries serve as a safety net for many young people, as well as an important resource for adults looking to conduct job searches, write resumes, improve upon their computer skills or entertain themselves by reading a good book.

I remain committed to helping give libraries the tools and financial resources they need to best serve their local communities. Through Public Library Construction Act Grants, my office has helped communities throughout the state build new libraries, renovate current buildings with people of all ages in mind, and make older buildings accessible to those with disabilities.

In addition, I am proud of our Illinois Veterans' History Project initiative, in which we have arranged for young people to interview veterans of all ages to create a permanent record of their names and stories through audio, video and written media. It is important that the heroic service of our veterans be preserved for generations to come.

Before closing, I would like to applaud Jane Angelis for her leadership and dedication as editor of *Continuance Magazine*. I also want to thank my staff at the Illinois State Library for all that they do, as well as their many contributions to this edition.



Jesse White
Secretary of State
and State Librarian

About the Illinois State Library

The Illinois State Library was established more than 150 years ago to serve as the official library for state government. Conceived in 1839 when the young Secretary of State, Stephen A. Douglas, reserved space next to his new office for a small, fledgling library, the Illinois State Library has evolved into a 21st-century organization characterized by new online information resources and access to the regional, national and global collections of multi-type libraries.

About the Cover

What makes the balls stay in the air? Young students learn about science in a night-time adventure at the conclusion of the Summer Learning Challenge. The project is a partnership joining the Chicago Public Library and the Museum of Science and Industry that highlights reading and STEM (Science, Technology, Engineering & Math) skills. Clearly, these youngsters, parents and teachers are engaged in their community.

In This Issue

First, we welcome James Applegate as the new head of the Illinois Board of Higher Education. Then we join with the Journalism Program of the Robert R. McCormick Foundation to celebrate 20 years. Next, the Lifelong Learning and Service Coalition tells about older-learner programs and the new careers for those 50-plus in service and work. Then the Serve Illinois Commission introduces the infrastructure of volunteerism.

The Center Story continues with a Senate resolution about the infrastructure of volunteerism, the Year of Service and Civic Engagement and applause for the twelve Illinois senators who sponsored the resolution. Next is A Tribute to Public Libraries with a view about their future, the impressive accomplishments told through stories, and the strong network of volunteers who support library activities and events. The final story is told by a young reporter who interviewed State Librarian Jesse White.

Contents

Winter/Spring 2014

Vol. 28: Nos. 3 & 4



Guest Commentary 2

Jesse White, Secretary of State and State Librarian

Continuity in Higher Education 4

James Applegate: Welcome to Illinois

Two Decades: Many Accomplishments 5

The Robert R. McCormick Foundation Journalism Program

Lifelong Learning and Service Coalition 12

From Sharing to Action, Douglas Braurer

Great Ideas for Learning, Service and Leadership

Remembering Dave Pierce

Community Colleges Receive Funding



The Serve Illinois Commission 17

Strengthening the Infrastructure of Volunteerism, Brandon Bodor

Building a Better You, Fred Nettles

Volunteering in Illinois, Corporation for National and Community Service

Center Story 20

Senate Resolution to Set Year of Service and Civic Engagement

Thoughts on Service and Illinois, Doug Whitley



Mayors Go to Extremes to Support Service 22

Cities of Service, Lillian Webb

Cover Story: A Tribute to Public Libraries 23

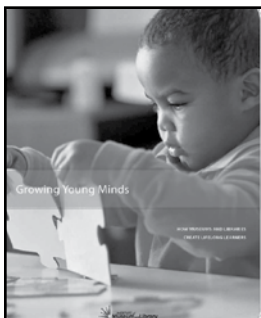
The Future of Public Libraries, Brian Bannon

Heartwarming Stories from Public Libraries

The People and Organizations behind Libraries

Are You Aware of These Resources at the Illinois State Library?

A Tribute to the State Librarian, Essence McDowell



Resources and Datesavers 38

Back Cover: Senate Resolution 40

Continuity in Higher Education

Welcome to James Applegate

James Applegate, the new executive director of the Illinois Board of Higher Education, talks about the power of change in his life, which became apparent when he was a Fellow with the American Council of Education. "This experience planted the seed or infected me with the desire — to be an agent for change." He said that travel and learning about innovation gave him some exceptional experiences that made an impact on his professional accomplishments in Kentucky and at the Lumina Foundation.

Applegate grew up in West Point, Ky, a small military town on the Ohio River. "My parents didn't go to college but they assumed that my brother and I would. 'Yes you will go to college!'" After landing a full scholarship, Applegate was a first-generation college graduate from Georgetown College. He points to the changes in affordability, access and more complicated pathways to college for students today. One of his most important goals is to dramatically expand college opportunity in Illinois, especially for low-income, first-generation students, adults and students of color.

Applegate's background is in communications and his favorite subject was American Studies because "it was interdisciplinary and helped me make connections." For example, "American Studies involves literary, sociological, historical, economic aspects and how we all are part and parcel of a connective fabric." That philosophy drives his thinking about learning. He challenges people to look at learning on a continuum. At one end is a professor saying, "Here is the truth and you should spit that back to me." On the other end of the continuum, "Everyone is relevant, everyone has a point of view." But in the middle is the hard ground. How do you go about the mental process for bringing different points of view together so that respect and understanding are part of the process? He says that a good discussion will engage people and bring other perspectives to the table. The result is connecting the dots to solve problems and charting a path forward.

Applegate says his short-term goals are to identify how the Illinois Board of Higher Education can be a valuable asset for the state and to work with the board to set some clear priorities. He said he plans to meet with employer business groups and community foundations. Applegate refers to the P-20 Council as a valuable resource in promoting partnerships to focus on connecting the important points in the education pipeline and then to zero in on the action. He also noted that there are huge regional differences in Illinois, which will require a variety of approaches.



James Applegate, Executive Director, Illinois Board of Higher Education

When asked about service and civic engagement, he said that he has worked with Campus Compact, a national service organization for higher education. "Service is important," says Applegate. "Some students get lost in education, but when learning is connected to service it brings relevance that helps keep students in school." Too often students pay for a college education and leave with nothing. His advice to students: Connect with an adult who will encourage you, take rigorous courses in high school that prepare you for college, take advantage of resources that can provide knowledge about college; for example the Illinois Student Assistance Commission.

Applegate's communication philosophy is reflected by Greek philosopher Heraclitus. "Nothing endures but change." No doubt Applegate will guide the change toward expanding college opportunity in Illinois.

James Applegate is the the 17th leader of the IL Board of Higher Education since it was founded in 1962. The interview took place at his Illinois Board of Higher Education office on March 26. - Jane Angelis, Editor

20 Two Decades Many Accomplishments

The Robert R. McCormick Foundation Journalism Program

The need for an informed and engaged citizenry

When Robert R. McCormick presented Northwestern University with funding to establish the Medill School of Journalism in 1920, his goal was to “teach the student what is news and how to get it; and how to write it when he gets it,” as quoted in the Chicago Tribune. The paper went on to say the new school would “teach the newspaper business thoroughly and in a practical way.” This same practical but forward-thinking spirit guided much of McCormick’s long career in publishing, and serves as the basis for the work of the Robert R. McCormick Foundation’s Journalism Program today.

Now in its 20th year of grantmaking, the program is steeped in supporting high-quality journalism, protecting reporter’s rights, and nurturing the public’s appreciation of news and the First Amendment. In the span of these two decades, the news industry has been completely transformed. Looking back at 1994, when the program was established, the Internet was in its infancy. Network news broadcasts had a combined audience of nearly 40 million people, a number that would eventually drop by half. The only national cable news station was CNN. And while the printed newspaper remained a dominant force, the years ahead would be the most tumultuous, with individuals not only changing how they got news but what they were able to do with it.

During his era, McCormick, faced with his own challenges, practiced dynamic innovation, branching beyond newspapers to radio and television. Understanding that successful businesses embraced change and evolution, he encouraged the integration of new technologies and processes to expand access to important information and amplify its reach.

Today’s fast-paced operating environment prompts the need for education and training resources to keep journalists active in reporting vital news with quality, accuracy and urgency. That takes a commitment to education, training and leadership development, cultivating not only great journalists but business and civic leaders that understand their compound responsibility to their communities.

Milestones in the McCormick Foundation Journalism Program

- 1994 Showcasing its interest in the Western Hemisphere and global press freedoms, the Inter-American Press Association assembled in Mexico City to create the Declaration of Chapultepec, a Magna Carta-like document for free speech. Later, the Foundation helps IAPA open a new headquarters in Miami.
- 1998 Concerned about the lack of diversity in key news media leadership positions, the McCormick Fellowship Program is created to add more minority professionals to high-level Foundation-funded leadership management programs, such as the National Association of Broadcasters.
- 1999 More than \$10 million is committed for a five-year program of research, development, marketing, training, and other activities directed at reversing readership decline. Major grantees include the Media Management Center (Northwestern), American Society of News Editors, and the Newspaper Association of America.
- 2002 Northwestern University opens the \$15 million McCormick Tribune Center, a state-of-the-art, four-story building with 47,000-square feet of classroom, labs, broadcast studios, and meeting rooms.
- 2005 A Gallup poll released at the Military-Media Cantigny Conference reveals a steep drop in public confidence in military news coverage. The Foundation continues to fund a number of military and national security journalism projects, including Medill's ambitious National Security Journalism Initiative.
- 2006 The Journalism Program creates an ongoing series of Specialized Reporting Institutes, tightly focused reporter trainings on timely issues. More than \$1.8 million has been invested in 35 SRIs involving 25 hosts, most of them universities. The Poynter Institute manages the highly regarded effort.
- 2007 With Foundation leadership, youth journalism grantees form an informal network that later becomes the Chicago Youth Voices Network. CYVN has created a number of joint reporting projects and helped draw new funders to the field of youth journalism.
- 2009 The Journalism Program makes its first news literacy grants in support of a national conference at Stony Brook University and to test News Literacy Project curriculum in select CPS schools.
- 2010 The Foundation finances a national investigative series on campus assaults. The Investigative News Network-Center for Public Integrity project wins five national journalism awards. Some 57 broadcast outlets and 78 newspapers localize the campus assault story. Within a year, the U.S. Department of Education issues new rules on the reporting and treatment of assault cases.
- 2012 The Foundation Board of Directors approves a three-year, \$6 million investment in news literacy programs in Why News Matters, a community-wide approach to news literacy. At present, 26 program providers, researchers, and evaluators are involved in the initiative. To date, Foundation Journalism grantees have reached more than 25,000 students, teachers, and adults with news literacy programs.
- 2013 The three-year, \$6 million Why News Matters initiative is launched. This community-wide approach to news literacy anchors the program's grantmaking. Secretary of Education Arne Duncan tells the American Society of the News Editors conference that "For young people to have power over their lives, they must understand the world in which they live in. They have to read, they have to follow the news, and they have to vote. All of that is such an important part of what it means to be educated."
- 2014 In September, the Foundation will host the National News Literacy Summit in Chicago.

The Roots of the Program

It was McCormick's appreciation for the power of an independent press in a healthy democracy and the need for an informed and engaged citizenry that led him to passionately defend journalists in their quest for information vital to the public.



Robert R. McCormick was founder of the Foundation bearing his name. He believed that a healthy democracy depended on an independent press and an informed and engaged citizenry.

A crusading publisher, citizen soldier and philanthropist who cared deeply about the future of Chicagoland, McCormick was the grandson of Joseph Medill, an owner of the Chicago Tribune and later a mayor of Chicago. Like his grandfather, McCormick was a champion of First Amendment freedoms. He vigorously defended the right of expression, funding and fighting numerous court battles to preserve it.

McCormick demonstrated his passion for press freedoms through his intensive involvement in the 1931 *Near v. Minnesota* Supreme Court case, which established that prior restraint and government censorship, except in extreme cases, was unconstitutional.

McCormick's love for the newspaper was matched only by his dedication to the military. During World War I, McCormick answered the call, becoming a war correspondent and later serving with an artillery brigade of the US Army's 1st Division. He fought in the Battle of Cantigny (France), America's first major victory of the war. When he returned to the Chicagoland area in 1919, he renamed his country estate in Wheaton "Cantigny" to honor the battle.

Given McCormick's lifelong devotion to the Armed Forces, it was natural that "The Military and the Media" would one day become a priority for the Foundation's Journalism Program.

Launching a Dedicated Journalism Program

Established in 1955 upon McCormick's death, the Foundation had made numerous grants in the field of journalism over the years but had yet to develop a formal grantmaking program and guidelines. In the early 1990s, the spirit of transformative change within the McCormick Foundation dramatically impacted the Foundation's philanthropic focus. The Board of Directors and senior management recognized the unique opportunity before them, and set about creating different funding areas to align with McCormick's legacy.

The Military and the Media conference series quickly became a trademark program of the Foundation, bringing together senior military officers and news editors and correspondents to talk about issues affecting the relationship between military personnel and the journalists assigned to national security beats. Held at the First Division Museum on the grounds of the Cantigny estate, considered by many to be neutral turf, the atmosphere allowed for free exchange of ideas.

Indeed, at that first conference, an Army commander recognized the importance of both entities to American security when he remarked, “The military may have won our country’s freedom, but it is the free press that keeps us all free.”

The Early Years

One of the Journalism Program’s early areas of commitment was Northwestern University’s Medill School of Journalism, established in 1920 and named for McCormick’s grandfather. Over the years, the program has funded a scholarship for future journalists, the construction of a facility to house its journalism school, national security reporting training at the Medill News Service in Washington, D.C. and a watchdog initiative.

In early 1994, the Foundation made its first large commitment to helping the news industry prepare for the new millennium. With a \$1 million grant to a journalism think tank called New Directions for News, the Foundation’s Board of Directors showed that it was seeking nothing short of transformative change.

In March of that year, the Inter American Press Association assembled a conference in Mexico City at which the historic Declaration of Chapultepec, a Magna Carta for free speech for the hemisphere, was created. The attendees, leaders from politics, journalism, and intellectual and civic life was presided over by former UN Secretary General Javier Pérez de Cuéllar.

The following year, the Foundation approved support for a multi-year initiative to create a Mexican version of the U.S. group Investigative Reporters and Editors. “The Mexican Reporting Institute could not have come at a better time,” said Rossana Fuentes, an investigative reporter with Mexico City daily *Reforma*. “There is a window of opportunity for serious investigative journalism in Mexico right now; we are working toward democratization of the country, and there are many forces that would have it the other way around. We have to seize the day.”

Another grant from the Foundation allowed the Washington D.C.-based International Center for Journalists to conduct a series of four conferences on journalism ethics in Latin America to help raise standards of ethical practice across the hemisphere.

With a series of grants in 1995, the Foundation continued this same commitment to leadership in the news industry and support for press freedom initiatives. It partnered with the Robert C. Maynard Institute for Journalism Education and the Radio TV News Directors Foundation to help news media understand the challenges – and embrace the potential for journalism – of technological change.



Sergio Muñoz of the L.A. Times addresses the Summit of National Congresses of the Americas on Freedom of the Press, held in 2004 by the Inter American Press Association (IAPA) at American University. In 1994, IAPA had created the Declaration of Chapultepec, a Magna Carta for free speech in the hemisphere, then promoted better press laws at the regional and country-by-country level.



Edward DeBerry, a producer with NBC News in Charlotte, N.C., addresses a gathering of the McCormick Fellows Program in 2005. DeBerry was in the inaugural class of the McCormick Tribune Fellowship, a program meant to diversify the leading media executive training programs in the U.S. and provide a platform for leaders of color to influence the industry.

A Continued Focus on Diversity

Another issue that the Foundation recognized was the failure of the news industry to keep pace with a changing society by promoting diversity in newsrooms and in the news executive suites. In 1998, the Journalism Program partnered with the Newspaper Association of America and the National Association of Minority Media Executives to establish the McCormick Fellows Program. This initiative brought together a pool of talented up-and-coming editors, managers, and other newsroom professionals from diverse backgrounds in a collegial atmosphere. The fellowship made available executive training at Northwestern University's Kellogg School of Management to Fellows, and also tapped their perspectives to publish frequent reports on diversity in the news business. During the Fellows Program's 10-year run, nearly 100 media executives would participate in the trainings.

In 1999, responding to reports from the Committee to Protect Journalists that documented 89 attacks in 11 countries in the Americas on journalists or media outlets, the Foundation hosted "Press Freedom in the 21st Century" in Guatemala. The 12 grantee organizations working in Latin America, Canada, and the United States shared experiences and expertise from their domains: the courts, the jailhouse, the newsroom and the classroom.

A Clearer Vision in the New Millennium

At the 2001 annual convention of the American Society of Newspaper Editors (ASNE), three of the Foundation's major initiatives – credibility, readership, and leadership – were covered in the final report of a seven-year effort exploring the causes of America's mistrust of the press. Also taking center stage that year was Northwestern's Media Management Center study of women in newspapers, recommending that news organizations increase the number of women in management; provide role models and mentors; avoid relegating women to departments outside the line of succession; and establish favorable work and family policies.

Trumpeting its support to Northwestern, the University opened the McCormick Tribune Center, a state-of-the-art, 47,000 square foot building with classrooms, meeting space, and broadcast capabilities. The grant for the building was just a part of more than \$33 million that the Foundation has contributed to the Medill School of Journalism, Media, and Integrated Marketing Communications over the years.

In the years since the Declaration of Chapultepec, the Foundation's support of international freedom of expression helped lead to significant advances for the field. These included the creation of the high-level position of press-freedom rapporteur for the Americas, issuance by the OAS of a Declaration of Principles of Freedom of Expression, and freedom of information laws in seven countries.



Adding to its commitment to support efforts to promote diversity in the news business, the Foundation awarded a grant to the National Association for Hispanic Journalists for its Parity Project, with the hope of reaching a “parity” where the percentage of Hispanic journalists mirrors the community overall.

The Foundation took the opportunity of its own 50th anniversary in 2005 to announce the McCormick Scholars Program, an initiative with Northwestern University that awarded merit scholarships to Kellogg Media Management students. In the first 10 years of the Journalism Program, more than 1,900 news executives attended leadership courses.

Programmatic Transformation

Also in 2005, the Journalism Program began emphasizing a grantmaking focus on entities in the Chicago area. That year saw the first-ever series of grants supporting youth journalism, which included a Roosevelt University assessment of high school journalism across Chicago, support to Free Spirit Media, support to Street-Level Youth Media, and support to an Illinois First Amendment Center campaign to raise youth awareness of the First Amendment. The grants celebrate freedom of expression and are a response to the deficiency of high school journalism programs.

The Foundation also announced a series of three-day reporter trainings, called Specialized Reporting Institutes (SRIs). Designed to meet the growing need to provide journalists and others with subject-specific expertise and practical reporting training on issues or topics in the news, SRIs would focus on issues including coverage of bankruptcy, immigration, elections, the burgeoning non-profit economy, healthcare reform, sex trafficking, agribusiness, and returning veterans.

Young Chicago Authors’ annual citywide spoken word competition, Louder Than A Bomb, is a celebration of youth writing and expression. Since 2006, investments in youth media have become a staple of the Journalism Program’s strategy of nurturing high-quality journalism and increasing citizen civic engagement. Mark Hallett Photo



McCormick Foundation President & CEO David Hiller speaks at the “Power of Youth Voice,” a gala event at NBC5 studios in downtown Chicago in 2012. The event celebrated the Chicago Youth Voices Network, consisting of Chicago’s 11 youth media groups.

Putting the Audience in the Forefront

In 2009, the Journalism Program began to take a more strategic look at news literacy, defined as the ability to use critical thinking skills to judge the reliability and credibility of news reports and information sources. It enables citizens to become smarter consumers and creators of fact-based information. It helps them to develop informed perspectives and the navigational skills to become effective citizens in a digitally connected society.

The investment began with grants to Stony Brook University’s Center for News Literacy and to the News Literacy Project for its work in Chicago Public Schools. Growing out of the program’s early investments in youth journalism, and in response to the industry’s struggles growing audience in an increasingly competitive climate, news literacy has blossomed into a centerpiece of its funding.

In 2013, the Why News Matters initiative was launched to energize Chicagoans about the role of credible information in their lives. In this inaugural year of grants, the initiative presented more than 20 grants to organizations helming news literacy on the front lines.

Our Work: Today and Tomorrow

In the years since its founding, the Journalism Program evolved in numerous ways. It went from focusing on international rights to national and even local rights. It went from being a funder of executive programs to largely a funder of reporter training. And it became a serious funder of youth journalism and news literacy initiatives, locally and at the national level.

Today, the program seeks to increase civic engagement by strengthening the quality of journalistic content, enabling audiences to become smarter news consumers, and protecting press freedoms that promote government accountability. Current focus areas – News Literacy: Why News Matters; Education and Training; and Rights/ Access and Accountability – keep the Journalism team busy, collaborating with nearly 70 organizations and providing more than \$5 million annually in support.

As the McCormick Foundation’s Journalism Program plans for the future, the organization’s heritage serves as a constant reminder of its responsibility to the people of Chicago. The intention and the desire to maintain the wishes of Robert R. McCormick are always foremost in the minds of the Foundation’s Board of Directors and staff. Through its dynamic influence, the notable accomplishments of the Journalism Program will continue to be felt for decades to come.

Find out more about the McCormick Foundation’s Journalism Program by visiting www.mccormickfoundation.org.

Congratulations to the Journalism Program at the Robert R. McCormick Foundation for 20 Years!

Thank you to the team from the McCormick Foundation for producing this timely article. The team was led by Phil Zepeda, director of communications; and Aaron Smith, administrative officer. Others who participated in the preparation were Clark Bell, director of journalism; and David Hiller, president and CEO. A special thanks to Mark Hallett for the historical photographs.

Lifelong Learning and Service Coalition

The Lifelong Learning and Service Coalition (LLSC) is comprised of community colleges and universities that focus on learning, service, and work for those 50+. The 42 organizational members in LLSC provide a plethora of 50+ programming ideas and experiences for all of us. Those who are interested in developing lifelong learner and service programs are invited to join the coalition and embrace the sharing challenge of higher education institutions in Illinois.



Making the Transition from Sharing to Action

Douglas Brauer, Ph.D., Chair
Lifelong Learning and Service Coalition
Vice President, Economic Development & Innovative
Workforce Solutions, Richland Community College
Decatur

Growing up, we all learned that sharing was a good thing to do. Socially, sharing brings us together to learn from each other; to spark new ideas; to be inventive and innovative; and to establish relationships that will further all of our efforts to the benefit of our lifelong learner populations. Exciting stuff, but it is often a daunting task to make the transition from sharing to action.

A significant new initiative for the Lifelong Learning and Service Coalition (LLSC) was to facilitate ongoing communication. The LLSC Newsletter, a monthly publication, was launched in November 2013. It was my pleasure to introduce the inaugural LLSC Newsletter; very simply, this newsletter is a mechanism to share. The LLSC Newsletter provides two views: an overview of a Featured Program Activity and Leadership Insights.

This year also marked the continuity of involvement of aging, community colleges and universities since the coalition started in 1989. On Nov. 12, 2013, Dr. John Holton, director of the Illinois Department of Aging; Karen Hunter Anderson, executive director, ICCB, Dr. Harry Berman, executive director, IBHE, and Scott McFarland, deputy director, Serve Illinois Commission, met with LLSC members to share ideas and recommendations regarding older learner programs and how the interests of aging and education intersect.

About the Lifelong Learning and Service Coalition

If you are interested in joining the LLSC coalition or the monthly phone conferences, send a note to Douglas Brauer <dbrauer@richland.edu>

The Lifelong Learning and Service Coalition (LLSC) is comprised of community colleges and universities that focus on learning, service and work for those 50+. The group was founded in 1989 by the Illinois Community College Board (David Pierce), the Illinois Board of Higher Education (Richard D. Wagner), the Illinois Department on Aging (Janet Otwell) and the Intergenerational Initiative (Jane Angelis). LLSC was formalized in 1991 through funding from the Retirement Research Foundation and a Higher Education Cooperation Act grant from the Illinois Board of Higher Education.

The LLSC Newsletter: Great Ideas for Learning, Service and Leadership

The Need for Downsizing

Julie DeLong, Manager of Conference and Community Services
Prairie State College, Chicago Heights

Over a lifetime, objects from vacations, family gatherings, hobbies, and gifts can accumulate to a large amount of stuff. Not to mention how clothing, tools, and cookware can pile up. As people transition from work life to retirement life, many choose to downsize their home. Some of the benefits of moving to a smaller home include a lower mortgage, reduction in heating and cooling costs, and less time spent on routine housework. When the decision is made to downsize from a large family home to a smaller one, senior citizens are often faced with an enormous task of choosing between items that are necessary and others that are nice to have.

Prairie State College offers a popular non-credit course titled "Helping Our Senior Loved One Down-Size Their Home." During this course, participants learn from a professional organizer the process of sorting possessions. She discusses the options of keeping, selling or giving away items and how to divide the daunting task into manageable chunks. The class is offered at no cost and takes place over two hours on one day.

Volunteers Make the Difference

Tammy Lewis, Program Director, Center for Learning
Rock Valley College, Rockford

The Center for Learning in Retirement (CLR) at Rock Valley College in Rockford celebrated its 20th anniversary in 2013. Over the past 20 years the program has grown to 2,100+ members. It offers 350 classes a year. This success is possible because of the large number of dedicated volunteers who serve on planning committees, teach classes, and assist in the office. The CLR volunteer leaders have a wealth of knowledge, experience, and enthusiasm, and are committed to enhancing and improving the learning and service program.

Themes of Lifelong Learning

Marita Metzke, Project Coordinator
Academy of Lifelong Learning, Eastern Illinois University, Mattoon

Sophia Loren said, "There is a fountain of youth: It is your mind, your talents, the creativity you bring to your life and the lives of people you

Remembering Dave Pierce



Dave Pierce, Founder
Lifelong Learning and Service Coalition

In 1989, as the CEO of the Illinois Community College Board, Dave Pierce conducted a survey of presidents to find out their views about older generations and lifelong learning in community colleges. He was overwhelmed with the response, particularly from community colleges that were already involving older generations on campus as tutors, mentors, advocates for education and as students. Oakton Community College was one of the leaders along with the College of DuPage, John Wood, Highland, Triton and Belleville Area College.

Pierce was head of ICCB from 1980 to 1990. In 1991 he was selected as the president of the American Association of Community Colleges where he served for 10 years and made a lasting impact. Throughout his career, Dave continued connections with the Lifelong Coalition. He will be remembered for his innovative ideas, his positive outlook and wonderful ability to listen. Pierce passed away on Jan. 16.

love. When you learn to tap this source, you will truly have defeated age.” This powerful quote by an historic cultural icon captures several distinct themes that the study of lifelong learning embraces today.

The Academy of Lifelong Learning is implementing changes to connect adult learners in multiple environments. Adult learners are vitally interested in engagement — or could we say engaged adults are vitally interested in learning? Adult learners want to share what they know and how that fits into the big picture. Adult learners ask questions and offer suggestions. The most active learners are intrinsically motivated to use their minds, share their talents, and create opportunities for dialogue. Many believe the beauty of learning comes alive by connecting with others in the process.

Osher Students Are Involved

Michelle Riggio, Interim Director, Continuing Ed
Osher Lifelong Learning Institute, Bradley University

The Osher Lifelong Learning Institute (OLLI) at Bradley University recognized 485 people for their volunteer efforts during the institute’s 19th academic year. That represents a 40 percent increase. The volunteers served as class instructors, study group facilitators, trip lecturers, special event lecturers, committee coordinators, committee members, and hosts.

OLLI remains successful because of the combined efforts of three distinct groups: the university, the volunteers and members, and the Bernard Osher Foundation. Bradley University values OLLI’s presence on campus and understands the importance of lifelong learning. The 10-member Executive Committee determines programming, advises university staff, and recruits new members. Likewise the thoughtful selection of new volunteer leaders for the Executive Committee ensures new ideas and new directions for the program.

University Outreach to the Community

Laura Kowalczyk, Coordinator, Senior Professionals Program, Illinois State University

The Senior Professionals Program is designed for retired and semi-retired persons who enjoy connecting with other active retirees. The program’s members

come from a variety of backgrounds, with the majority having little or no affiliation with Illinois State University prior to joining Senior Professionals.

Members have the opportunity to socialize with other members at special events, attend “Mornings with the Professors,” mentor students and conduct mock student interviews, make new friends, become involved in a vibrant organization, and more.

Leadership Insights

Susan Drone, Associate Director of Student Development, Illinois Community College Board

Leadership is not about a title on a business card or name plate on a door. Leadership is about serving others. To be an effective leader, a person must be trustworthy, caring, committed, and a good role model. A leader treats others with respect, appreciates people, offers encouragement, and has a positive enthusiastic attitude. This type of authority and leadership are discussed in a book titled “The Servant: A Simple Story about the True Essence of Leadership,” by James C. Hunter.

In his book Hunter compares real leadership to concepts of agape love discussed in the Bible. His character Simeon lists patience, kindness, humility, respectfulness, selflessness, forgiveness, honesty and commitment as qualities of agape love, relaying that something written 2,000 years ago is also a beautiful definition for leadership today.

As humans, we have the capacity to be of service, to learn, give and lead in small or great ways until our time on this Earth passes. How we lead and impact the lives of others today provides a foundation for our leadership to be passed on through future generations.

Charismatic Leaders

Judy Wagenblast, Director of Community Education
Lincoln Land Community College, Springfield

Does your organization have charismatic leaders? If you study what leaders like JFK and Mother Teresa have accomplished, you begin to see that their charisma is seen in a pattern of strengths: positive, hopeful attitudes; self-respect and confidence; authenticity; strate-

gic vision; and communication skills.

Such leaders are strategically important to your organization's growth, the magnets that draw people to belong. They attract people who are similar and others who want to emulate them or connect to desirable qualities. In our business, we tend to look at the learning opportunities we offer as the big draw. I believe that it is instead a mix of learning, social exchange and strength that is shared by leadership. Many individual leaders draw people in by radiating strength silently. Others have big smiles – that alone is a first step! Some offer humor. Others communicate with great clarity. It is wonderful when charisma also comes from a bonded group of leaders rather than a single person at the top of governance or marketing.

However your organization is organized, seek one or more campus leaders who have that great ability to reach out and make others want to be a part of the group. It is an important key to the successful growth of a great organization of people who learn, enjoy and are supportive of lifelong learning.

Retirees Leading and Second Careers

Carol Davis, Vice President

Community Outreach, Spoon River College

The Retirees Leading model proposes a new tradition in retirement that is organized by community colleges and universities in Illinois. Retirees attend class to learn about how their community or city works, select projects in cooperation with community management or schools, and then enlist others to participate. For example, the Emergency Services Disaster Agency recruited a staff of volunteers in training, weather-spotting/reporting, and disaster relief exercises.

Likewise, some people over 50 are looking for work. Research shows that a person between the ages of 55 and 64 will spend an average of 44.6 weeks looking for a new job. Higher education can help them through the process by offering a Plus 50 program that results in short-term credentialing or certificate programs that they can complete while seeking new employment. The following are tips to incorporate a Plus 50 program to retrain individuals in viable fields quickly while increasing your institution's completion rates.

- Target short-term certificate and non-credit credentialing programs currently existing in your institution for Plus 50 students.
- Develop and offer Plus 50 cohort peer-support groups, as well as short-term refresher courses in English, Math, Technology, and Student Success.
- Implement "best practices" instruction for students 50 and over.
- Provide credit for prior learning/experiences.
- Work with student services staff to determine how to best meet the environmental challenges.
- Incorporate the Plus 50 program into your institution's strategic plan.
- Implement a marketing plan for the Plus 50 group.
- Reach out to local employers to promote the benefits of hiring Plus 50 graduates.

Community Colleges Receive Funding

The American Association of Community Colleges (AACC) has selected the following Illinois colleges for funding — developing workforce skills and the Plus Completion Strategy.

College of DuPage in Glen Ellyn is targeting degrees and certificates in education, social services, and health. The college offers an introductory class and support services for adult students to help them assess their career goals and fast-track certificate options. Students can pursue degrees in fields like hemodialysis technician, pharmacy technician, dental assistant, or medical transcriptionist.

Elgin Community College is planning to prepare plus 50 adults for careers as clinical lab assistants, clinical dental assistants, surgical technicians, pharmacy technicians, early childhood education, human services, and substance abuse counseling.

John Wood Community College in Quincy is planning to prepare plus 50 adults for careers as home-based health-care providers and certified nursing assistants.

Joliet Junior College started its Plus 50 program in 2008 and provides monthly workshops in resume writing, interviewing skills and Internet job search techniques

at the college's Plus 50 Workforce Center. The college offers faculty professional development training about generational difference and the learning styles of plus 50 students. It also provides plus 50 adults customized career counseling, a series of popular computer courses, a financial aid seminar, and a workshop on recultivating study habits. The college is part of AACC's Plus 50 Completion Strategy, a 4-year grant-funded program working to increase the number of students age 50 and up, especially those with some prior college credits, to complete credentials and degrees that will help them get hired.

Oakton Community College in Des Plaines recently joined the Plus 50 Encore Completion Program, which is working to assist adults age 50 and over in completing degrees or certificates in high-demand occupations. The college will create a 10-week Spanish course for health-care and human services professionals targeted to older workers.

Richland Community College in Decatur is working to assist adults age 50 and over in completing degrees or certificates in high-demand occupations. The college is focusing on preparing plus 50 adults for careers in education, specifically in bilingual education and as American Sign Language educators.

Southwestern Illinois College in Belleville is part of the Plus 50 Completion Strategy to increase the number of older learners, especially those with some prior college credits, to complete credentials and degrees that will help them get hired.

Spoon River College in Canton, one of the first AACC grantees serves as a Champion College to help scale up completed credential and degrees that will help older workers get hired. Spoon River offers a "whole college" support system for students age 40 and up seeking academic certificates in welding and health occupations or 2-year academic degrees in a variety of fields. The college can help a student earn a commercial driver's license or become a certified nursing assistant. An Employability Skills Center provides advising, career exploration, basic skills development, and one-on-one technology assistance.

Waubonsee Community College in Aurora provides free week-long workshops at the college to help plus 50 adults transition into the modern workplace, focusing on topics like online job searching, what employers want from workers today, and generational differences in the workplace. The college offers career assessment and career services and is working to assist adults age 50 and over in completing degrees or certificates in high-demand occupations in health care and pharmacy technology.

Jump Start Plus 50

Use the new self-assessment tool from AACC to help plan, implement, or expand your Plus 50 program

http://plus50.aacc.nche.edu/_layouts/qsap/default.aspx

Organizational Members of the Lifelong Learning and Service Coalition

Benedictine University, Black Hawk College, Bradley University, College of DuPage, City Colleges of Chicago, College of Lake County, Danville Area College, Eastern Illinois University, Harold Washington College, Harper College, Heartland Community College, Highland Community College, Illinois Central College, Illinois State University, Illinois Valley Community College, Kankakee Community College, Kennedy King College, Kishwaukee College, Lincoln Land Community College, John A. Logan College, McHenry County College, Northwestern University, Oakton Community College, Parkland College, Prairie State College, Rend Lake College, Richland Community College, Rock Valley College, Roosevelt University, Carl Sandburg College, Southern Illinois University Carbondale, Southern Illinois University Edwardsville, Southwestern Illinois College, Spoon River College, Triton College, Truman College, University of Illinois at Urbana-Champaign, Waubonsee Community College, Western Illinois University, John Wood Community College, Wilbur Wright College.

The Serve Illinois Commission

Strengthening the Infrastructure of Volunteerism



The Serve Illinois Commission is a bi-partisan board appointed by the governor. Its mission is to improve Illinois communities by enhancing traditional volunteer activities and supporting national service programs. The commission is accomplishing this mission through the support of local community-based efforts to enhance volunteer opportunities and the administration of Illinois' AmeriCorps program.



Brandon Bodor
Executive Director
Serve Illinois Commission

When you hear the word “infrastructure,” you generally think about bridges, buildings, railroad tracks and highways. Infrastructure represents the building blocks of a connected society and the foundation of communities. Just as first-rate physical infrastructure is critical to commerce, health and safety, the infrastructure that supports community service is arguably just as critical to society’s progress and success.

The latest research on volunteerism, conducted annually by the federal Corporation for National and Community Service, points to great efforts in Illinois. More than 2.73 million people volunteered in 2012. The more than 280 million hours devoted to strengthening your communities through volunteerism was valued at \$6.3 BILLION for the year! Whether through formal service programs like AmeriCorps or Senior Corps, or via traditional volunteerism to support faith-based efforts, sports programming, food pantries, or countless other community causes, service equals strength.

But just as physical infrastructure constantly requires restoration, it is important to remember that our volunteer ecosystem must constantly be cultivated and reinforced. This is why the Serve Illinois Commission and its partners in the Generations Serving Generations network are taking strategic steps to continually assess and invest in community and state-wide partnerships to further this spirit.

Service equals strength — if we stay focused on this, and we remind ourselves that the 2.73 million Illinoisans who volunteer represent only 27% of our residents, substantially increasing that percentage not only will drive up that \$6.3 billion value of volunteerism, but just think about the implications for community resilience in our great state! Service built our country; let’s make sure that in Illinois we do our part to make sure it’s a continued source of our strength.



Serve Illinois Commission Chair Fred Nettles (center) talks about the volunteer regions in Illinois with the regional leaders. L to R: Jennifer Weitzel, One Hope United; Amanda Guinn, Belleville AmeriCorps; Nettles; Don Baden, commission vice-chair; and Al Riddley, Coalition for Community Services; Not pictured are Anne Schuman of Morton Grove and Jeff Turnbull of Peoria.

Building a Better You

Fred Nettles, Chair
Serve Illinois Commission

The ultimate purpose of the Serve Illinois Commission is to promote and support community service and to stimulate new volunteerism and community service initiatives and partnerships. It is my personal goal to involve all volunteers in Illinois to help fulfill this mission.

Civic engagement or civic participation is defined as individual and collective actions designed to identify and address issues of public concern. The key to civic engagement is to empower individuals so they discover their purpose and facilitate their gifting. As the new chair of the Serve Illinois Commission, facilitating individuals' gifting and talents is my first and foremost priority. My personal philosophy and greatest privilege is to help others find their place and release their potential to solve problems within their community.

Sir Winston Churchill said that "the price of greatness is responsibility." I hope to identify those who are willing to take the journey of discovery, equip them with the tools they need, and release them into their life assignment. One great author said "Building a better you is the first step to building a better America." My focus is to develop processes to help individuals to discover that "better you" and join them with others to solve problems.

Networking Opportunities through Volunteer Conferences

Regional volunteer conferences are held in the summer and fall and provide opportunities to learn more about service, find local partners and discuss issues important to communities.

Regional Conferences

- **Northeast:** Aug. 14: Chicago
Metcalfe Building
Illinois Coalition of Volunteer
Administration
- **Southern:** Sept. 25: Belleville
Our Lady of Snows Conference
Center
- **Central:** June 12: Springfield
University of Illinois Springfield
Combined east and west central
- **Northwest:** TBA

For additional information, go to the Serve Illinois website at Serve.Illinois.gov

Volunteering and Civic Engagement in Illinois

Trends and Highlights Overview

Overall, in Illinois in 2012:

27.4% of residents volunteer, ranking them 27th among the 50 states and Washington, DC.

28.5 volunteer hours per resident.

2.73 million volunteers.

286.0 million hours of service.

\$6.3 billion of service contributed.

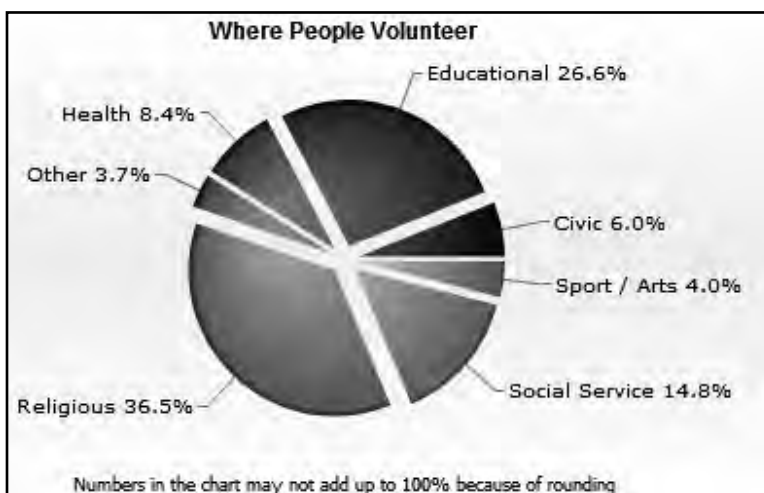
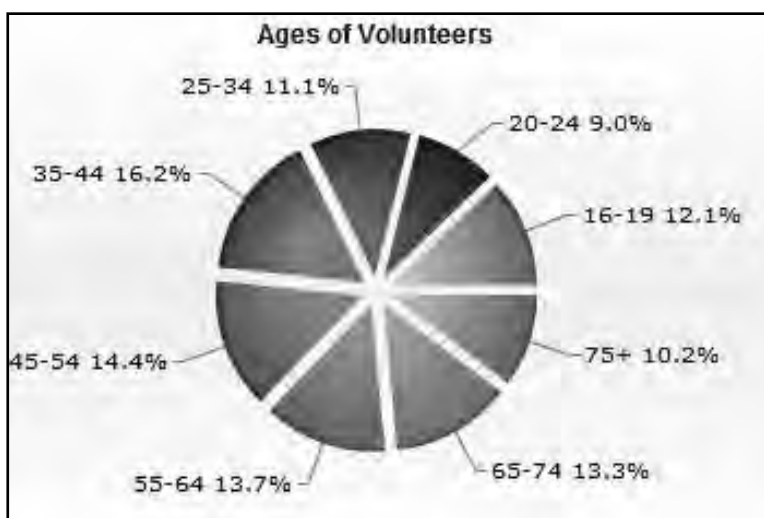
55.8% of residents donate to charity.

8.7% of residents participate in public meetings.

26.9% of residents over age 55 volunteer.

Additional data is available on voting, group participation, social connectedness, and other volunteering and civic life indicators.

See more at: www.volunteeringinamerica.gov/IL



Source: Corporation for National and Community Service

Senate Resolution to Set Year of Service and Civic Engagement

Resolution: Volunteerism in Illinois

"It is in the interest of the citizens of this State to strengthen the infrastructure of volunteerism as a resource for meeting the challenges of education, promoting healthy lifestyles for all ages, and boosting the independence of older generations."

"2015 will be set as a Year of Service and Civic Engagement that will engage all generations as participants, planners, organizers and leaders of the volunteer infrastructure."



L to R (top): Senators Mattie Hunter, Chicago; Michael E. Hastings, Matteson; Pamela J. Althoff, McHenry; Terry Link, Gurnee; Christine Radogno, Lemont; James Clayborne, East St. Louis; (bottom) Antonio Muñoz, Chicago; David S. Luechtefeld, Okawville; Kimberly A. Lightford, Westchester; William E. Brady, Bloomington; Michael Noland, Elgin; and Chapin Rose, Champaign



Twelve Illinois senators have joined with Generations Serving Generations and the Serve Illinois Commission to sponsor a resolution on volunteering in Illinois. The resolution (see back cover) will set in motion three actions. First Action: A Senate Forum will launch the planning for 2015. Second Action: The Year of Service and Civic Engagement will celebrate the many contributions of volunteers and produce stories of service and civic engagement throughout Illinois.

Third Action: During 2015, Generations Serving Generations through its public/private partnership will learn more about the infrastructure of volunteerism. In other words, how programs related to volunteering, service and civic engagement are organized and managed. Of particular interest is the way that individuals get connected to service opportunities and the factors that influence their continuity in service.

Thoughts On Service and Illinois



Doug Whitley
President and Chief Executive
Illinois Chamber of Commerce

After leading the Illinois Chamber for 12 years, CEO Doug Whitley will retire in July. When asked about his legacy and views on service, he provided the following reflections.

"In large companies and small businesses, volunteerism thrives; mentors help students succeed and role models share workforce ideas with young people looking for a future. Whether it is giving back your skills or just giving back your time, it is rewarding," Whitley said.

"Every generation should love and appreciate the uniqueness of America," he said. "It is important for older people to help younger people understand the passages and experiences of their life and their history."

When asked about his legacy as he prepares to retire or change to another career, he reflected on his years at the Illinois Chamber of Commerce. "I touched a lot of people and improved public policy." He continued, "I pride myself on telling it how I see it and have never felt driven by ideology or partisanship."

Whitley observed that he has lived all over the state; has traveled extensively; given speeches and attended meetings in most every county in Illinois. "I have real affection for this state. I understand local issues and appreciate the marvelous civic leaders." Last, he talked of the great respect he holds for people who create jobs. "It isn't easy," observed Whitley. (The phone interview was conducted on March 27.) - Jane Angelis, Editor

Generations Serving Generations and the Civic Engagement of Older Generations

Generations Serving Generations (GSG) was founded in 2008 in cooperation with the National Governors Association Center on Best Practices. Illinois was one of 14 states selected to participate in the project that was designed to improve the health and lives of older Americans and increase their involvement in service, learning and work. Led by the Illinois Department on Aging and the Serve Illinois Commission, the executive team has championed the civic engagement of older adults as a way to boost leadership in communities and tap the great resource of older Illinoisans.

Generations Serving Generations, a public/private partnership, was built on the strong intergenerational traditions that have been fostered by Continuance Magazine, supported by the Illinois Board of Higher Education and the leadership of education, aging, business and service. Today GSG and a rich network of community, business, education and aging organizations begins planning for The Year of Service and Civic Engagement and over the next 20 months finding ways to strengthen the infrastructure of volunteerism.

Mayors Go to Extremes to Support Service Cities of Service



Celebrities take a Polar Plunge in response to the 71,000 kids who read 2 million books through the Summer Learning Challenge at the Chicago Public Library. Pictured left is Mayor Rahm Emanuel. Joining him were Brian Bannon, Chicago Public Library commissioner; Mike Kelly, park district superintendent; Israel Idonije, (far right) former Chicago Public Library Board member and Chicago Bear; and Jimmy Fallon, the host of "The Tonight Show." The event supports the Special Olympics. (Photo by Brooke Collins, City of Chicago)

Congratulations Mayors

Lilliane Webb

Volunteer Engagement Fellow, Serve Illinois Commission

Cities of Service is creating a vibrant and growing network of municipal governments effectively leveraging citizen service as a tool to achieve measurable impact on pressing local challenges.

Cities of Service accelerates the volunteer service movement at the most local level — connecting local needs to the supply of willing volunteers and providing support to local leaders to develop high-impact projects around those needs. The coalition aspires to create a new chapter in America's long-standing history of service while making local government more effective. There are currently 41 Cities of Service in Illinois.

If your community is interested in becoming a City of Service, contact ServeIllinois.gov or Lilliane.Webb@Illinois.gov.

Cities of Service in Illinois

Ashmore
Aurora
Belleville
Belvidere
Calumet Park
Chatham
Chicago
Columbia
Campton Hills
East Moline
East St. Louis
Elgin
Evanston
Forest Park
Franklin Park
Glendale Heights
Hazel Crest
Hanover Park
Hoffman Estates
Island Lake
Joliet
Kewanee
Libertyville
Markham
Midlothian
Mt. Vernon
North Chicago
O'Fallon
Olympia Fields
Palatine
Park Ridge
Peoria
Richton Park
Robbins
Rock Island
Salem
Sauk Village
Silvis
Streamwood
University Park
Waterloo

Cover Story

A Tribute to Public Libraries

Many years ago when preparing a directory of library services for older adults, I heard a comment from a library patron that has stayed with me. She said, "When I walk into a library, I am greeted with enthusiasm and a smile." She continued, "It makes me feel as though I am important."

Public libraries make people feel important because everyone can be involved. For example, a student, a retiree, an educator and then groups of retirees, educators, and students, are reading with preschool kids, doing math with middle school students, tapping the technology prowess of high school students, starting pen pal and writing programs, discussing careers, preparing resumes, finding jobs, and learning more about health.

Public libraries are addressing the great needs in communities as they target some of the most perplexing problems by starting small programs that take on one issue at a time. Reading programs target babies and toddlers, bringing reading to them early. High school students answer questions about technology and receive credit for service programs. Library trustees make things happen through book sales and other creative fundraising experiences that provide the where-with-all for library programs. Students learn about the heroism of veterans in oral history interviews. Outreach librarians accompany food mobiles to publicize the programs provided by libraries and connect new patrons with organizations that can help them. Read the heartwarming stories that follow.

A TRIBUTE TO PUBLIC LIBRARIES



The tribute to libraries begins with the guest editorial by State Librarian Jesse White on pg. 2 and continues with a view of the future by Chicago Public Library Commissioner Brian Bannon on pg. 24 and then the amazing stories and photos about libraries tell what is right in Illinois. The tribute celebrates librarians and community volunteers as they go about the work of the community. - Editor

The Future of Public Libraries 24

Amazing and Heartwarming Stories 25

The People and Organizations behind Public Libraries 32

Are You Aware of These Resources? 34

A Tribute to the State Librarian 36

The Future of Public Libraries

Commissioner Brian Bannon, Chicago Public Library

“Some people see libraries as a storehouse of books,” says Chicago Public Library Commissioner Brian Bannon “but the real task of libraries is connecting people to information and the ideas of the day.” There are lots of ways to do that through books, technology, building community programs, classes and many ways that would have impressed Benjamin Franklin, who founded the first American library in 1731, suggests the commissioner.

Bannon traces the history of public libraries and says that the multiple functions of a library were started by Franklin. Books were expensive, so partnerships were key to developing collections. Likewise, the library became the setting for aspiring artisans and tradesmen to experiment and incubate new ideas. Thus, the library became a place where people could improve themselves, seek new directions and explore new methods.

“Whether a major city like Chicago or in a suburban or rural setting, libraries have a unique role in supporting strong communities, the workforce and information access for all,” Bannon observed. “Moreover, in order for libraries to be effective, they must understand the city or community’s mission and where it is headed.” He describes another role. “Libraries have been on the forefront of every major social justice movement in our history.”

As an intern at a neighborhood library in a high poverty area in Seattle, Bannon said “I learned about the library as a community anchor. The neighborhood had many needs, but it was a strong and connected community.” He calls the library a center for learning. “Whether rural or urban, libraries have a unique role connecting people to ideas,” he said. Likewise partnerships with schools and neighborhood organizations are vital for libraries, Bannon noted.

Bannon talks about reading as a challenge to many students and shares his personal experiences. He said that it wasn’t until late middle school or high school that he could read at grade level and said, “I wasn’t seen as college bound. Unique about my story is I’m dyslexic and so I learned to read in a non-traditional way” said

Brannon. “Being dyslexic I have a slightly different view on how people learn and a greater understanding about how libraries support learning.” He said that we need to be sensitive to individual differences and find ways to connect to various learners and readers.



Brian Bannon, Commissioner
Chicago Public Library

Bannon redesigned the Chicago Public Library summer reading program as a learning challenge, which includes discovery and creation activities as well as reading. One of the partnerships is with the Museum of Science and Industry, a STEM-focused museum (See cover). “Last year we had 60,000 kids complete the program who read 1.5 million books. Students who participated ended the summer with a portfolio of projects linked to very clear learning outcomes. That is important, given that roughly half of the population does not have Internet access.”

Commissioner Bannon concluded by describing the many goals of his libraries; to support learning and literacy; help young readers develop a love of reading; support the economy; help people prepare resumes and find jobs; start small businesses; help all ages with basic skills development; introduce new technologies, such as the 3-D printer; and present solutions for the needs of the community. Clearly the Chicago Public Library is a multi-tasking organization — ready to take on the future. -Editor, Jane Angelis (The interview took place on March 19 at the Chicago Public Library.)

Thank you to the Chicago Public Library for photos, ideas and a view of the future for public libraries:

A special thanks to Rhona Frazin, Chicago Public Library Foundation Director and Commissioner Brian Bannon; Ruth Lednicer, Director Marketing and Communications; Andrea Telli, Assist. Commissioner, Neighborhood Services; and Jeremy Dunn, Director of Learning.

Heart-warming Stories about Public Libraries

Partners in Reading College Students and Children Megan Listek, Normal Public Library

The first week of the Partners in Reading program at the Normal Public Library is always an exciting one. Grade school kids rush through the Children's Department, beaming and anxious to reunite with their college partners. They spot them, hurry over, and throw their arms around them for a great big hug. Stories – collected throughout the break and saved for this very moment – come bubbling out.

"It's good to be back."

"We went to my grandma's house for a week!"

"I lost three teeth!"

"We got a puppy!"

Other pairs are more timid. They're meeting for the first time. College students line up at the Children's Desk, waiting anxiously to meet their new partner. Children and parents come up to the desk. We announce the child's name and one college student steps forward, shaking hands with parents and greeting their new match.

These pairs – nearly 200 each semester - will meet each week throughout the term. They share books together, enjoy the library, and complete a reading challenge. During these sessions, children build their reading skills, strengthen their love for the library, and develop a strong college role model.

Our college student volunteers also benefit greatly from the program. Many of them are education majors and are excited to gain first-hand experience with kids. It also provides them with an opportunity to share their time and talents with their community.

The Normal Public Library is across the street from Illinois State University's campus, but it can still be a struggle to get the students through our doors. Part-



Arlington Heights Public Library hosts an organization called Read to Learn twice a week. Read to Learn is a volunteer-based program that pairs volunteer tutors with native and non-native English learners in the northwest suburbs.

ners in Reading brings hundreds in each year – many of whom stick around to get a library card. And apart from any other benefits, the partners just have fun.

Service Learning and High School Techies Laurel Adams, Palestine Public Library

Connecting Gener@tions is a project of the Palestine Public Library located in east-central Illinois. One of the highlights of 2013 was when an older gentleman came in and asked, "Will Kelley be here today? I need her help." Kelley Dickey is one of several seniors from Palestine High School who visit the library every school day to help patrons with their various technology questions. Connecting Gener@tions matches student volunteers with senior citizens who have questions about technology.

The students come to the library for one class period and receive credit at school for their public service. As a benefit for the service-learning students, the library also offers training on technology. Through the SHARE consortium, the students teach patrons of all ages to request books, renew books and download ebooks.

In November, the library focused on the future of the

student volunteers by finding out their interests and helping them look toward the future. Several of the students are going into health care so the director of nursing from Crawford Memorial Hospital gave a presentation on the careers available at the hospital with a focus on the technology needed in the field. The students were invited to tour the hospital and Lincoln Trail College to learn more about technology.

An added bonus is that the high school students have increased the flow of junior high students to the library because the students see the seniors arrive at 1:30 and they can't wait to come over when school gets out. The library has been blessed by this program in unexpected ways.

Civic Engagement through Community Partnerships

Jill Skwerski, Evanston Public Library

On the second Tuesday of each month, the Produce Mobile rolls into Evanston to bring fresh produce to those in need and also deliver library services. Typically, 250 to 400 people participate in the food distribution, depending on the weather.

The Evanston Public Library brings library service to the community, to people that don't make it in to our three brick and mortar locations. They issue library cards and register people for computer classes, resume writing workshops, children's programs, and offer books for people to keep. Because I've come to know some of the folks and have established relationships, I can greet them by name and hand them their pears or broccoli, and at the same time, chat with them about when I'll see them for our next computer class. The library invites them to join in the shared work of strengthening the Evanston community.

Bringing the library to the Produce Mobile is a wonderful example of how libraries can be innovators and facilitators in community partnerships. People from the Produce Mobile become part of senior computer classes or after-school programs. The Produce Mobile is sponsored by the Greater Chicago Food Depository, Interfaith Action and the City of Evanston. Other lo-



Libraries are community centers for all generations. Sue Harvey, an active volunteer from Aurora Public Library, shares her exercise regime with young library patrons.

cal partnerships include service agencies such as Erie Health, Childcare Network of Evanston, Legal Assistance Foundation, Connections, IL Worknet, and the City of Evanston Health Department.

1,001 Books Before Kindergarten

Craig Pierce, Algonquin Area Public Library

Ancient Chinese philosopher Lao-tsu once said, "A journey of a thousand miles begins with a single step." At the Algonquin Area Public Library in northern Illinois, a similar journey begins before many participants can even take a single step.

Developing the skills for reading and writing begins as early as infancy. So, when the library launched its innovative 1,001 Books Before Kindergarten program in January 2013, parents and caregivers quickly recognized its value. They signed up children ranging from babies to preschoolers, and the numbers promptly humbled initial projections. Youth services librarian, Tara Kazda said, "Our goal was enrolling 100 children during the first year, but we had 164 sign up in the first week."

The 1,001 Books program is available for children not yet in kindergarten and living within the library's district. Upon registration, the child/adult team re-

ceives a binder containing information about literacy, title suggestions and enough pages to log the first 100 books read. At every 100-book milestone, the child returns to the library for a prize as well as additional pages for the next 100 books. After completing 500 books, young readers earn a special prize and a photo in the library's display case.

Once 1,001 books have been read and recorded, the child's picture is placed on the library's Wall of Fame, and he/she receives a free book. The library then invites all participants who complete the program to an August graduation ceremony. Along with the mortar boards, diplomas and celebration cupcakes, the parents/caregivers receive a special recognition for their role in creating lifelong readers.

Early literacy can resonate positively throughout a person's life, so Kazda was not surprised to see the circle of support for these tiny graduates. "One girl had four generations of her family there to see it," she said. "A grandmother of another graduate came to me with tears in her eyes to thank us for all we've done for her granddaughter. The woman is from Poland, and she told me we are the reason her granddaughter learned English so well. Between parental encouragement and library programs like the 1,001 Books program, preschoolers have the building blocks in place for a lifetime of literacy."

Read to Feed

Anthony McGinn, Glen Ellyn Public Library

During a brainstorming session, the Glen Ellyn Public Library staff talked about hunger and how it is affecting our community. We decided to create a program where library members could translate the hours they spent reading into funding for the Glen Ellyn Food Pantry.

We titled our summer reading program Read to Feed and challenged local adults to read 3,500 books and local children to read 70,000 hours. (These goals marked a 10% increase from our previous year's program.). The Glen Ellyn Rotary Club generously provided funding to feed 500 local people. For publicity and



A young graduate of the 1,001 Books Before Kindergarten program at the Algonquin Area Public Library. Along with the mortar boards, diplomas and celebration cupcakes, the parents/caregivers receive a special recognition for their role in creating lifelong readers.

to distribute promotional materials, we created partnerships with the Glen Ellyn Food Pantry staff and attended major community events together, including the Taste of Glen Ellyn (which brings the entire community together to sample food from local restaurants). Our program coordinators collaborated with the food pantry and the Northern Illinois Food Bank to create a series of library events that informed the public about the hunger issues affecting our community and discussed how participation in our summer reading program would help.

These events were hosted both inside our building and at off-site facilities to attract different demographics. We organized a volunteer shift at the Northern Illinois Food Bank where library staff and community volunteers bagged enough food to feed 1,415 people and sent out subsequent press releases showcasing our efforts. We organized a "shopping cart brigade" during Glen Ellyn's annual Fourth of July parade pushing shopping carts along the parade route and collecting donations for the food pantry while distributing information about our program.

Adult participation more than doubled from 320 registrants in 2012 to 674 participants in 2013. Adults read 3,991 books in 2013 (compared to 1,786 books in 2012) and more than 200 adults read at least five books during the course of the summer. In the Youth Depart-

ment, 2,359 children read 72,465 hours, an increase from 60,125 hours in 2012.

But the results of our summer reading program extended past record-breaking numbers. Our library staff and the Glen Ellyn community have developed a stronger relationship as we participated in this endeavor together.

Reading and Kinesthetic Experiences

Katie Kraushaar, Quincy Public Library

Research has shown that children who attend story times at a very young age are better prepared for learning and school success. Research has also shown that children learn best by using all of their senses. Providing an enhanced kinesthetic experience fosters a better understanding of the tones and rhythms used in reading, allowing children to better understand words and their meanings.

The Quincy Public Library (QPL) staff reviewed and revamped the goals for story times to include specific outcome-based goals in order to prepare the youngest patrons for reading. Natascha Will, children's programming specialist and Kathy Baker, children's clerk, included multi-sensory activities for the children, handouts of songs and finger plays, and information for parents in each story time.

QPL's efforts toward early childhood literacy coordinate with activities of several other community organizations. United Way, the Adams County Health Department, and the Regional Office of Education are all focusing on early childhood literacy, with each agency providing specific elements of this effort. Quincy Public Library is pleased to be able to collaborate on a community effort with potential long-range benefits for our area.

QPL's story times provide a unique opportunity within the Quincy community for parents and children to learn reading and literacy fundamentals, with no charge for the programs. There are no other free early literacy programs within our community that help to prepare children for reading. Children who at-

tend QPL story times are provided with the chance to develop a love of reading and an enjoyment of books. This, in turn, helps them achieve a higher reading proficiency and to perform better in school. In addition, parents learn skills for reading with their children at home.

Pages across the Ages

Mary Beth Fuller and Ruth Anne Mielke
Bartlett Public Library

Pages across the Ages is an intergenerational reading and writing program that promotes literacy, advances social connections, generates conversation, encourages empathy and supports cross-generational friendships.

The program, created and directed by Kimberly Gotches, began in the spring of 2012 and continues today. Each season, new participants may join and former participants may return.

The program pairs youth (ages 6-18) with adults (ages 55 plus). Participants become reading and writing pen pals, sharing children's literature and information about themselves through letters. Each pair reads the same book each month and then they exchange letters. The program promotes literacy by encouraging students to read from a wide variety of literature. Adults may reconnect with a childhood favorite title or author. They also learn more about current children's literature.

The adult services librarians at the Bartlett Public Library visit Clare Oaks Retirement Community each month while a youth services librarian accompanies them deliver new books and letters from their student partners.

At the Bartlett Library the students meet to receive their new books and letters. Teen volunteers assist with record keeping of submitted letters. If a letter is late, the Youth Services librarian contacts the participant by phone or e-mail. Many adults attend our monthly meetings at the library to meet their partners in person. In addition, we offer seasonal social events at Clare Oaks for an opportunity for their residents to meet their student partners.

The Bartlett Public Library District attracts new patrons, both youth and seniors, through this valuable program. The library is seen as a destination for residents to meet new people in the community. Bartlett is located in the west suburbs of Chicago.

Reading for Teens: Boring or Fun?

Trisha Noack, Peoria Public Library

For the teens who gather at Peoria Public Library Lincoln Branch, a book club held little appeal until SILENT, a new concept in teen book clubs. Branch manager Cynthia Smith said that for young people who are not excited about reading, picking one book and having everyone read and talk about it is not always an attractive option. Reading for fun is a more achievable goal.

During the SILENT Book Club meeting, teens are asked to choose something that they can read fairly quickly, such as a short poem, a paragraph from a novel or an article from a newspaper or magazine.

After the group finishes reading, they "Ink Talk." The tables are covered with rolls of paper and the kids write short messages about what they liked or didn't like about what they read, what surprised them, what they felt about it and more. With the opportunity to draw pictures or use color, teens who may struggle with writing or discussion skills feel encouraged to express their thoughts and relate to what they just read.

Smith said that she remembered how much she loved to read under the covers with a flashlight as a child and thought she would try it at the library. So she introduced "Flashlight Word Search," a game involving a word-search puzzle-but they had to do it in the dark by flashlight. The teens, to her surprise, loved the game and prizes were awarded for speed and finding the most words.

About 30 teens are attending. Judging by recent inquiries, the group will expand to 50. Many of the participants are referred by a local after-school program.

Chicago Public Library Photos



Readers Night at the Museum of Science & Industry is the final event of the Summer Learning Challenge of the Chicago Public Library. All the kids who completed the program were invited to a special night at the Museum, just for them, at which they explored all the STEM (Science, Technology, Engineering, & Math) skills they'd learned over the summer.



Trying the 3D Printer

Created in partnership with the Museum of Science and Industry, the Library's Maker Lab offers the public an introduction to technology and equipment which are enabling new forms of personal manufacturing and business opportunities. The Lab will offer access to a variety of design software such as Trimble Sketchup, Inkscape, Meshlab, MakerCam and equipment including three 3D Printers, two laser cutters, as well as a milling machine and vinyl cutter.

Helping Students Succeed

Angela Campbell, Rock Island Public Library

What if you grew up in a family that didn't use the public library? What if you are struggling academically and are a low-level reader?

For those of us who use a public library, it is the obvious place to turn to for help with reading. But for those who don't, a library can be intimidating.

The Rock Island Public Library recently went through a community-centric strategic planning process, and it became clear that the public views the library as the place for literacy opportunities. While we agree and already offer oodles of literacy opportunities ranging from story times to computer classes, we knew we weren't reaching the audience that needed us the most.

Through the community strategic planning and a partnership with the Thurgood Marshall Learning Center, Empowering Potential resulted. The Empowering Potential program offers students low-level, high-interest books, encourages students to choose the books they want to read, give them time to read the books and take the corresponding Accelerated Reader exams. The students are rewarded for a job well done.

But would something as basic as providing the right type of books and encouraging free reading be enough to motivate the students to increase their reading levels? The answer is – a resounding “yes!”



Through the Empowering Potential Program this teen finds a great book, which is key to expanding his interest in reading.

The statistics are staggering! There are approximately 115 junior and senior high school students at a local after-school program with reading levels ranging from first to twelfth grade, with the average reading level at fifth grade. Of the 36 student participants in the pilot program, they read 3,517,094 words and 2,825 books. The average student reading grade level has increased 1 full year of growth in first 4 months of program. Nearly 20 students have registered for public library cards, with several students now checking out books and reading at home.

Members from the community and beyond have donated more than \$12,500 to purchase books. The program now has a Twitter feed @EmpowerReaders. The public library leadership encourages community transformation on a daily basis. The Empowering Potential program is one specific example of how excellent public library partnerships can create change, and how the public library can be essential to every community.

Family Learning

Rena Morrow, Waukegan Public Library

*W*aukegan has been suffering an educational crisis for years and it is not getting better. Seventeen percent of its residents live below the poverty level, overshadowing the 13 percent state average. Half of Waukegan's high school freshmen have fifth/sixth-grade reading and math levels, and a staggering one-quarter of them will drop out of school, more than double the state average. Educational statistics show that 14,000 Waukegan adults over the age of 25 do not have a high school diploma, the second highest number in the state.

With those unique community needs in mind, the Waukegan Public Library's new direction prioritizes literacy for preschoolers through adults and provides opportunities for intergenerational learning. Known as “Literacy 2020,” the vision for the future concentrates on classes, services, and resources that help all community members be successful regardless of barriers such as language, income, or age.

Last fall, Sharmaine Lucas started attending the library's family literacy classes with her two children, 3-year-old Timothy and 2-year-old Timiya, after a friend showed her the flyer. “I had been trying to return to school on my own because I didn't know the library had opportunities for family learning time, not just adult classes,” said Lucas, commenting that she often doesn't

have a babysitter. "By them coming here with me, it gives their father time to find jobs."

In partnership with the Literacy Volunteers of Lake County and held at three additional libraries, the library's Families Learning Together program offers classes that address the literacy, ESL or GED needs of parents, while children ages 0 – 6 years develop their emerging reading and writing skills in a fun, learning environment. In addition, parents discuss parenting topics and learn how to teach their child how to read. "As children prepare to begin their school-age years and enter kindergarten, it is important for parents to be their child's first teacher and make learning a priority in the home," said Gale Graves, education and literacy services manager.

"The classes have taught me different skills, learning techniques, and activities that I can do with my kids," said Lucas. "I read to them more and they are more interested in the ABC's, shapes, and colors while I am continuing my education." In the future, Lucas plans to register for classes at the College of Lake County to become a nurse.

The Technology Roundup

Sue Bailey, Tinley Park Public Library

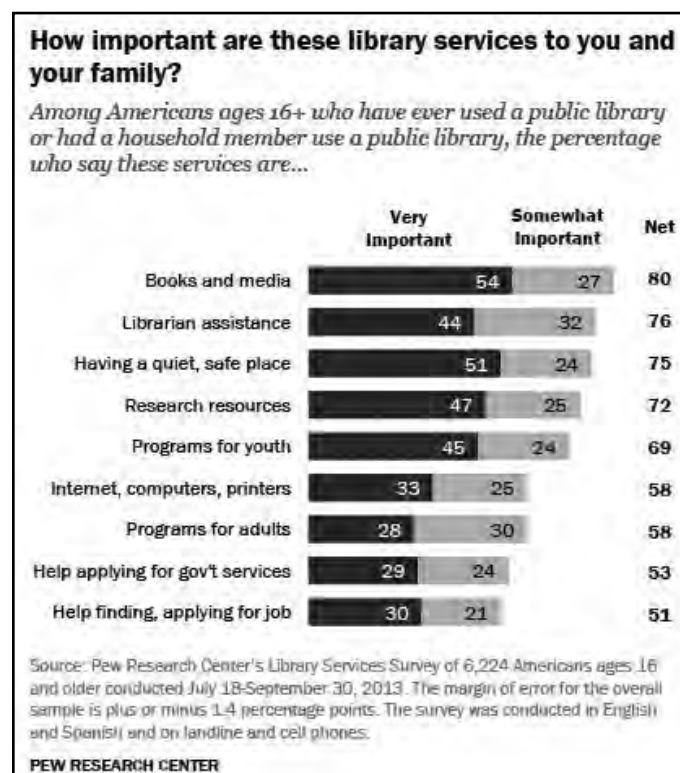
The Technology Roundup at Tinley Park Public Library connects patrons to our many digital services and to technology in general. All ages were encouraged to bring in their new (or old) devices and get hands-on help and answers to all their questions. Timing was important so we planned this event in early January to follow the holidays when many people receive the gift of a new tablet, mobile device, or computer.

We partnered with volunteers from local technology retailers and bookstores, and offered this opportunity on a Saturday during a four-hour open-house. This proved to be a viable platform for our patrons..

Crucial to this event, was the one-on-one attention each patron received, although in many cases, couples or families came in together. Many of the questions

we answered dealt with downloading an Ebook or audiobook and using our Mango languages and Zinio magazine digital services. We witnessed young children and teens learn how to connect with online homework resources and seniors successfully navigate our library website.

Pew Report on Libraries: How Americans Value Public Libraries in Their Communities



<http://libraries.pewinternet.org/2013/12/11/libraries-in-communities/html>

The People and Organizations behind the Libraries

Friends, Trustees, Volunteers and Foundations of Public Libraries



Garden Day is held at the Wheaton Public Library. The funds raised were used for the Summer Reading Program, concerts, databases, the ebook collection and the Learning Express.

When libraries are ready to start new programs, where do they find the resources?

Most often they turn to the Friends of the Library, library foundations and their trustees. The stories featured in this issue underline that fact. For example, when the Odell Public Library wanted to start an after-school program, Trustee Bill DeMarse led the way. Last fall, they started Fun Time for Kids, a new monthly after-school program for kids of all ages. A board member and a teacher/volunteer are planning the activities each month.

The Friends of the Wheaton Public Library developed Garden Day as an opportunity to fill a local need and at the same time raise funds. As members of the older generation downsize or give up yard work, they are happy to donate gardening tools, flower pots, wheelbarrows, and birdhouses too. Buyers tend to be young homeowners just starting to garden or people trying to fill in the empty landscape around a newly purchased home. Organizers say that their volunteers not only run the sale, they offer planting advice to this next generation of gardeners.

At Lanark Public Library, in northwest Illinois, the Friends' organization helped produce a sesquicentennial book that brought a attention to the library. The

focus of the book was "From the Hard Timers Generation of the late 1800s to the present Generation Z, the Lanark Public Library, established in 1886, has been the cornerstone of our community and a vibrant source of knowledge and understanding passing from generation to generation."

Since 2011, the Carbondale Public Library has been a key organizing partner in Nonviolent Carbondale, a coalition that organizes and supports activities that foster nonviolent and compassionate interactions in the community. The event, called "11 Days for Compassion," stimulates community connections between previously alienated groups and individuals. These programs shine a spotlight on existing community efforts, as well as create new and deeper conversations.

Wilmette Friends feature a Juried Art Show, which has become a highlight of the library and community calendars. Each year, more than 150 artists enter works to be considered by the jury, and judges select 40-50 to take part in a group show. The judges further whittle down a first- second- and third-place winner, plus 5-6 other artists, all of whom receive the option to display their work in a solo show at the library during the following year.

Nashville Public Library sponsored "Waking Up America: Alarm Clocks through the Ages" through a community volunteer, Phil Jones. He used several examples of clocks dating back to the 1830s to illustrate his presentation.

Volunteers from Illinois State University's Solar Car Team helped tweens build a mini solar car through the Next Generations program.

The Chicago Public Library Foundation



Summer Learning Challenge: Chicago Mayor Rahm Emanuel congratulates one of his readers on a job well done. The Summer Learning Challenge is an eight-week learning program designed to encourage, inspire and motivate children, teens and parents to learn and explore in the summertime.



Through technology training and mentoring, one-on-one assistance and public classes, CyberNavigators work with library patrons to teach computer basics, resume writing, word processing and Internet searching to enable them to access employment opportunities, health and education benefits, and other vital resources.



The Carl Sandburg Literary Awards Dinner raised more than \$1.3 million to benefit the Library and Foundation. L to R: Michael Lewis, Carl Sandburg Literary Award Winner for Non-Fiction; Rhona Frazin, Director, Chicago Public Library, and NPR host Scott Simon.

The Chicago Public Library Foundation was established in 1986 as an independent, nonprofit educational organization dedicated to working with the city of Chicago in a true and effective public/private partnership to enrich the collections, programs and technology initiatives of the Chicago Public Library.



Rhona Frazin, Director
Chicago Public Library
Foundation

The foundation is committed to bringing contributed resources and creative energy to the Chicago Public Library to allow it to fulfill its mission of being a community anchor and an innovative resource for life-long learning that helps all Chicagoans to read, to learn and to discover their world. Since 1986, the foundation has contributed more than \$50 million to the library. The Foundation's support of the Chicago Public Library in 2013 was over \$6 million for programs and initiatives including:

- Summer Learning Challenge, Early Learning, YouMedia, Teen Volume, Bookamania and Teachers in the Library, instilling a lifelong love of learning in children and youth;
- One Book, One Chicago — bringing our city together in a discussion of books and ideas; and
- CyberNavigators, Digital Learning and Special Collections — providing equal access to technology and information resources for all Chicagoans.
www.cplfoundation.org

"Many libraries have also expanded into community centers, serving as unique gathering places in their towns and cities. Today, they offer many events and services, and are experimenting with providing the next generation of "expensive and scarce" resources, from 3-D printers to recording studios." Pew Research on Libraries.

Are You Aware of These Resources at the Illinois State Library?

Talking Books Started after WWI as a Service to Veterans

In 1931, Illinois was one of the first nine states to join in a partnership with the Library of Congress to provide reading material in braille to military veterans who sustained injuries in World War I. Since then, the client base has grown from only veterans, to adults with vision impairments, to those with physical limitations and, finally, children with these impairments.

The Illinois State Library Talking Book and Braille Service plays an important role in connecting adults with impairments to their children and grandchildren. The book collection contains books for adults to share with children, whether it's the actual reading of braille books or the shared listening experience of hearing audio books. The reverse is also true; children can read braille books to adults and choose audio books to share with them.

One of the most important activities parents and grandparents can participate in is imparting the joy of reading to family members. TBBS connects generations through reading. Reading a book together opens the pathway for talking about past experiences that the older generation can share with younger generations. A grandson said to his grandmother after listening to a story about the Boxcar

Children, "Oh, that must have been in the black-and-white days."

In the new environment of digital downloading of books, often it's the younger generation whose knowledge of all things technological can help the adult connect to new methods of acquiring reading material. TBBS has heard anecdotal accounts of children downloading hundreds of books for adults who do not have computer skills or broadband connectivity.

Illinois Center for the Book

The Illinois Center for the Book is a programming arm of the Illinois State Library and is an affiliate of the Center for the Book in the Library of Congress. The center offers reading, writing and author programs. The mission of the Illinois Center for the Book is nurturing and connecting readers and writers, and honoring our rich literary heritage.

Illinois Digital Archives

The Illinois Digital Archives (IDA) was created in November 2000 as a repository for the digital collections of the Illinois State Library and other libraries and cultural institutions in Illinois. IDA serves to allow wider access to the collections in its database and also to preserve the information for the use of future generations. Through the vision of Secretary of State Jesse White to

In Illinois, there are a total of 639 public libraries and 156 branches of the main facilities. Chicago Public Library has 80 branches. The total number of public libraries is 795.

allow this service to libraries and institutions free of charge, these images are seeing new life and are being seen by a larger audience than we could have imagined.

Literacy and Libraries

Imagine coming to a library, walking into a room full of books, and looking around you to see a world you can't reach because you can't read. Imagine trying to navigate a city without being able to read the street signs or understand a map. Imagine trying to take your prescription medication properly without being able to read the directions on the bottle. Imagine being one of the 2.2 million adults in Illinois who have difficulty reading or understanding English and who face these types of situations. But, in Illinois, there is a solution. Adults who want to learn to read or learn English can come into a library, to that world of books and begin to learn.

Project Next Generation

It's all about kids! The goal of the Next Generation project is to bridge the digital divide by making recent technologies accessible to students who have limited access to computers. At the same time, the program strives to provide a safe and friendly environment filled with positive role models. The mentors involved with the program foster the development of their students by helping them gain technical knowledge necessary for future educational and professional success and to develop self-confidence and pride. This program has been

extremely successful and continues to move into new areas of the state each year.

In order to continue these efforts, Secretary White implemented a revolutionary new mentoring program in various public libraries in Illinois. This program, known as Next Generation, was initiated in 2000 to encourage students to become technology-savvy by providing the opportunity for hands-on experience with the latest technology tools.

Veterans' History Project

The Illinois Veterans' History Project, launched by Secretary of State and State Librarian Jesse White in 2005, was conceived as a Library of Congress initiative to honor our nation's veterans and preserve their stories for future generations.

During the initial phase of the project, Illinois veterans were encouraged to complete Illinois Patriot Information Forms, providing such information as military service dates, branches, ranks, medals and personal wartime accounts. In 2007, the project was enhanced by inviting veterans to share their stories in an audio only or video interview format. To date, more than 120 interviews can be viewed on the Illinois Veterans' History Project's dedicated YouTube channel.

Overall, more than 5,200 Illinoisans from all ranks, branches and conflicts have participated in this initiative, contributing Illinois Patriot Information Forms, YouTube videos, oral history transcripts, photographs, journals, letters, and

other artifacts, that can be accessed within the Illinois Digital Archives.

Finally, an accurate understanding of history requires the preservation of personal stories and firsthand descriptions of historical events. The Illinois Veterans' History Project, by collecting and archiving these compelling stories, memories and artifacts, provides a valuable historical record to generations to come.

For further information about these Illinois State Library Resources, go to the website: www.cyberdriveillinois.com/departments/library

Thank You

A hearty thank you to Illinois State Library staffers for their support in preparing this issue of *Continuance*. They gathered stories that highlight the importance of libraries. They provided memorable insights about communities and how generations work together, volunteers support their libraries and communities are connected.

A special thank you to Illinois State Library Staff: Anne Craig, Director; Cyndy Coletti, Literacy Program Manager; Kyle Peebles, Communications Manager; Taren Ley, Outreach Coordinator; Jamie Mott, Reference Librarian; Sharon Ruda, Director, Talking Books and Braille Services; Bonnie Matheis, Illinois Center for the Book Coordinator; Sandra Fritz, Digital Imaging Program Coordinator; Vandella Brown, Diversity Program Manager; Suzanne Schilar, Associate Director and Veterans History Coordinator; and Marti Martin, Assistant to the Director

A special thanks to Henry Hauptman from Secretary of State Jesse White's staff for getting this started as well as Rachel Farrer and Jamie Booker from Communications.

A Tribute to the State Librarian

In 1999, candidate Jesse White talked about encouraging and challenging young people. During his campaign, he pledged to target youth programs as an important mission of the secretary of state and state librarian. After White's inauguration in 2000, one of his first acts was to start the Next Generation project in public libraries. The project encouraged students to become technology-savvy by providing the opportunity for hands-on experience with the latest technology tools. The Next Generation project has helped students become more interested in learning and technology and has myriad examples of student success.

In 1999, White spoke of the importance of his parents and older generations in his life. He told about the family's move from Alton to Chicago's Cabrini-Green neighborhood and how he was encouraged by people in his new neighborhood. Now that has come full circle as White prepares to open a Youth Center in the Cabrini-Green neighborhood. He is reinvesting the benefits he received as a youngster for the youth of 2014 and beyond.

State Librarian Jesse White encourages younger generations by setting the bar high and communicating his expectations for their success. That is appropriate for all of us.

On Feb. 10, 2014, Secretary White met with Continuanace reporter Essence McDowell and answered her questions about the Illinois State Library and shared his thoughts about the future. He provides a living example for older generations to continue to stay active, involved and to share talents with younger generations. - Jane Angelis, editor

A Champion for Literacy, Youth and Volunteers

Essence McDowell
Continuanace Reporter

As secretary of state and state librarian, Jesse White ensures that Illinois citizens have broad access to information through libraries and literacy programs. Those programs include Digital Archives, Talking Books, the Next Generation, LSDA grants to libraries, Veterans History with the Library of Congress and Literacy.

Many of White's initiatives include civic engagement through volunteerism. The Adult Volunteer Literacy Grant Program handled by White's



Secretary of State and State Librarian Jesse White was interviewed by Continuanace Reporter Essence McDowell on Feb. 10 at Secretary White's Chicago office.

"One of the best ways you can help the literacy effort in Illinois is by becoming a volunteer tutor," said Secretary White.

Illinois State Library Literacy Office is one of the largest funders of literacy programs. The program is combination of local projects throughout Illinois that provide instructional tutoring sessions in basic reading, math, writing skills or English language proficiency. The program relies on trained, unpaid volunteers who focus on assisting Illinois residents who read below the 9th-grade level and those who speak English below intermediate level.

The most recent census shows that an estimated 491,000 Illinoisans have less than a 9th-grade education. Another 1.1 million report that they speak English less than very well and could benefit from English language instruction. "There's a great need in Illinois, because we are one of the gateway states for new immigration. Several agencies work with refugees overseas and bring them directly to Illinois from international hotspots," said Cyndy Colletti, Illinois Literacy Program manager. "So we are always being contacted by people who want more literacy services."

As a part of the program, each of the volunteers goes through comprehensive training to learn how to teach adults to read, write and speak English. Afterward they are teamed with adults and meet with them on a regular basis. As of 2013, the adult volunteer

literacy project had nearly 8,000 volunteers and total of 19,392 students have received the services of the program. Becoming a volunteer of the literacy program empowers residents of Illinois to assist in increasing statewide literacy. "One of the best ways you can help the literacy effort in Illinois is by becoming a volunteer tutor," said Secretary White.

Participating agencies include libraries, volunteer tutoring organizations, community-based organizations, community colleges, regional offices of education, schools, domestic violence shelters and correctional facilities.

Commitment to Service

As a part of his ongoing initiatives to further extend this access, the Jesse White Foundation, City of Chicago and Chicago Park District are partnering to open the Jesse White Community Center this coming August. The community center is an educational and recreational space for community residents of the Cabrini-Green neighborhood of Chicago.

"What we envision happening at the community center is what I would like to see taking place all over Illinois and all over the country, where we have a lot of volunteers who are coming in to mentor," said White.

A Special Tribute

A special tribute and thank you to the librarians throughout Illinois who make extraordinary contributions to their communities. Hats off to them as teachers, managers, organizers, and most often, a friendly entity for their patrons.

Three cheers for the librarians, writers, and library communications staffers who sent stories, photos and uplifting messages for this issue:

Megan Listek, Normal Public Library; Laurel Adams, Palestine Public Library; Jill Skwerski and Jill Schacter; Evanston Public Library; Craig Pierce, Algonquin Area Public Library; Anthony McGinn, Glen Ellyn Public Library; Katie Kraushaar, Quincy Public Library; Mary Beth Fuller and Ruth Anne Mielke, Bartlett Public Library; Trisha Noack, Peoria Public Library; Linda Mulford, Arlington Heights Public Library; Rena Morrow and Gale Graves, Waukegan Public Library; Eileen Crowley, Wheaton Public Library

Cathy Grafton, Odell Library Director; Carolyn DeAre, Assistant Director, Wheaton Public Library; Diana Brawley Sussman, Carbondale Public Library; Sarah Beth Warshauer, Wilmette Public Library; Public Library; Clair Crawford, Geneseo Public Library; Janie Dolinger, Lanark Public Library; Linda Summers, Nashville, Public Library

Denise Raleigh, Gail Borden Public Library; Jon Whited, Bloomington Public Library; Lisa M. Knaslak, Broadview Public Library; Amy Robillard, Deerfield Public Library; Donna Corry, Flora Public Library; Kathe Wilson, Oregon Public Library; Mikael Jacobsen, Skokie Public Library

We were limited by space but will continue to tell your wonderful stories in coming issues of Continuation.

Resources

The Next America: Boomers Millennials and the Looming Generational Showdown

Paul Taylor, Pew Research executive vice president of special projects, identifies two key trends that are already reshaping the United States and will continue doing so for decades.

It's Complicated: The Social Lives of Networked Teens

It's Complicated builds on 10 years of research and interviews with teens across the country regarding teen online behavior. It probes the "why" of the numbers we read about youth joining and using platforms like Snapchat, Instagram and WhatsApp. What motivates them to gravitate to these online platforms? What is new about the platforms? How does social media usage affect the quality of their lives? Danah Boyd is a Principal Researcher at Microsoft Research, Research Assistant Professor at New York University, and Fellow at Harvard University's Berkman Center for Internet and Society.

What's Why News Matters?

Why News Matters (WNM) is a network of organizations working to help communities better use news & information in their lives.

News or Noise?

It's a confusing world out there! 70% of people feel overwhelmed by the amount of news and information available 72% think most sources of news are biased.

What Can I Do?

Find a news literacy class, discussion or event near you, and spread the word about Why News Matters.

Learn more about Why News Matters
<http://www.whynewsmatters.org/>



United Way Forecaster

Education benefits all of us. More education leads to better jobs and wages. Educational attainment is also linked to health, life expectancy, voter turnout, incarceration, self-worth and dignity and prospects for one's children and

grandchildren. United Way and the Measure of America have created a tool to forecast how things might change in your community if educational outcomes were better.

United Way Forecaster

<http://apps.unitedway.org/forecaster/>

Growing Young Minds – How Museums and Libraries Create Lifelong Learners



Growing Young Minds tells how libraries and museums are community anchors and cornerstones of our democracy, that provide safe and accessible civic spaces promoting lifelong learning, cultural enrichment, and civic engagement, especially for underserved and vulnerable families and their children. Produced by the Institute of Museum and Library Services, Washington, D.C.

Accessed from <http://www.imls.gov/assets/1/Asset-Manager/GrowingYoungMinds.pdf>

Datesavers

Tutor/Mentor Leadership and Networking Conference

May 19, 2014, Chicago

Metcalfe Federal Building

Goal: To help youth and volunteers connect in well-organized, mentor-rich programs.

<http://www.tutormentorconference.org/>

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*Knowledge and Understanding Passing from
Generation to Generation*

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College Changes Everything

July 17, 2014, Tinley Park Convention Center

This one day conference will focus on effective practices and showcase resources available to help with increasing college access and college completion that support the state's Goal 2025 – to increase the proportion of adults in Illinois with high-quality degrees and credentials to 60% by the year 2025.

Sessions presented by state and national leaders provide purposeful information and engage the audience in thoughtful discussions on the serious issues we face in reaching Goal 2025.

<http://www.collegechangeseverything.org/events/2014-cce.html>

National Service Conference

June 16-18, 2014, Atlanta: Service Unites

Sponsored by the Points of Light Foundation on Volunteering and Service, is the largest convening of service leaders from all walks of life, sectors, races and religions, and political persuasions, united to lead the dynamic, ever-expanding, international volunteer service movement.

Twentieth Anniversary of the International Year of the Family, 2014

The twentieth anniversary of the International Year of the Family (IYF) offers an opportunity to refocus on the role of families in development; take stock of recent trends in family policy development; share good practices in family policy making; review challenges faced by families worldwide and recommend solutions.

The preparations for the twentieth anniversary will include: International and regional expert group meetings gathering family experts and practitioners to explore recent family trends; analyse family-oriented policies and programmes and review good practices in family policy making.

<http://www.family2014.org/undocs/RSG69612013.pdf>



SR 1002: Resolution on Volunteerism

WHEREAS, the essence of American Democracy is a government of the people, by the people and for the people, and that democracy reflects the engagement and leadership of all generations and the premise that citizens can serve; and

WHEREAS, throughout the lifespan, service instills the knowledge that citizenship brings responsibility and that everyone has talents and skills to make their community a better place, and

WHEREAS, service brings opportunities for learning that boost student success, focus on new skills for workers, and embrace the gifts of older generations to address community needs and bring a spirit of involvement; and

WHEREAS, research by the Corporation for National and Community Service, the federal agency that administers the national service programs AmeriCorps and Senior Corps, revealed that 27.4% of Illinoisans volunteered in 2012, contributing 286 million hours to the most pressing challenges of communities; and

WHEREAS, research by Generations Serving Generations, a public/private partnership launched by the National Governors Association Center for Best Practices, concluded that many Illinoisans who do not volunteer would like to, but simply don't know how to get connected to service opportunities; and

WHEREAS, Generations Serving Generations and leaders from AGING & RETIREE ORGANIZATIONS (The Illinois Department on Aging, the Association of Area Agencies on Aging, the Illinois Municipal Retirement Fund), EDUCATION (Illinois Board of Higher Education, the Illinois State Board of Education, the Illinois Community College Board, the Council of Community College presidents, and the Illinois State Library); SERVICE (the Serve Illinois Commission, the Corporation for National and Community Service, and Illinois Campus Compact); BUSINESS (Chicagoland Chamber of Commerce); FOUNDATIONS (Robert R. McCormick Foundation and the Retirement Research Foundation), and OTHERS join together in supporting a Call to Service, therefore be it

RESOLVED, BY THE SENATE OF THE NINETY-EIGHTH GENERAL ASSEMBLY OF THE STATE OF ILLINOIS, THE HOUSE OF REPRESENTATIVES CONCURRING HEREIN, that it is in the interest of the citizens of this State to strengthen the infrastructure of volunteerism as a resource for meeting the challenges of education, promoting healthy lifestyles for all ages, and boosting the independence of older generations; and be it

RESOLVED that by Dec. 31, 2014, Generations Serving Generations, in collaboration with the state leadership in education, aging, service and the private sector, will convene a Senate Forum and prepare recommendations on strengthening the infrastructure of volunteerism and national service; and be it

RESOLVED, that 2015 will be set as a Year of Service and Civic Engagement, that will engage all generations as participants, planners, organizers and leaders of the volunteer infrastructure.